**DATE: March 5th – 9th WEEK: 26 GRADE: First**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Sharing the Planet** | **Subject Area: L2 Diffrentiated Reading** |
| **ACHIEVEMENT INDICATORS:** 1. Understands increasingly complex questions in different contexts.  2. Uses appropriate vocabulary to explain, inquire and compare during classroom activities, conversations and imaginative play in the classroom.  3. Distinguishes ending sounds of words with increasing accuracy. | |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
|  | 1  2  1  2 | **Level B. Book: “In the woods”**   1. Take turns to read pages 10 to 16 asking the children to look at and describe the pictures and the animals before reading the text. 2. Point at the animals and ask the children to name them and produce the sound they make, at the same time, point at the pictures of the animals 3. Describe the members of the family they see in the picture 4. Go to page 16 and ask them when they have seen their reflex in the water 5. Introduce strategies 5 and 6 *(Look for words you know and if you don’t know a word, ask)* 6. Take turns to read the whole book using strategies 5 and 6 as they read.   **Level C. Book: “Isabel’s Day”**  **(reading strategy focus for this book*: look for words you know, if you don’t know ask, get your mouth ready for the sound of the first letter, think about what comes next and if it makes sense).***   1. **Literacy skill:** Use picture cues to comprehend text. Have children find the clocks pictured on each page. Ask them to look at the clocks and think about how the clocks help them understand the story better. Ask what time it is in each clock 2. **Oral Language development:** **at + time*:*** From page 2 explain that the word *at* helps us tell what time something happens. Invite the children to use at and the time to tell about activities in their own days. 3. **Oral Language development:** **preposition *to:*** From page 6 and 16 explain that the word ***to*** helps answer the question ***where.*** Use the question-and-answer model with examples from children’s lives.   **Level F. Book: “What do we need?”**   1. Introduce reading strategy 9 and 10 and explain how to use it. 2. Take turns to read pages 10 to 16 asking the children to describe what they see in each picture before reading 3. Take turns to read the whole book, using strategies 9 and 10 as they read   **Level G. Book: “Chin’s Lunch”**   1. Take turns to read pages 10 to 16 describing what they see in the picture before reading. 2. Read the text again and make sure you emphasize on these aspects: 3. Contractions (pages 4 & 8). Invite children to make up sentences using the contractions found. 4. Past tense with –ed (pages 2 & 16) Invite children to create sentences using the past tenses found 5. Possessives -demonstrate understanding. (Book’s cover &page 4). prompt children to use them . 6. Sequence of events, problem and solution of the story (throughout the book). Ask children to retell the story. 7. Digraph ch (book’s cover). Say several words with /ch/ and have children identify if /ch/ is at the beginning or end. 8. Introduce Reading Strategy 13, and 14 and ask the children to read the book again using these strategies | Differentiated Reading Books:  In the woods, Isabel’s day, What do we need, Chin’s Lunch | During this session, you can assess if children are recognizing words they already know and if they’re using the strategies introduced |